

**DEPARTMENT OF ENGLISH, THEATRE AND FOREIGN LANGUAGES**  
**Master of Arts in English Education**  
**Master of Arts in Teaching in English Education**

## **PROGRAM OVERVIEW**

The curricula in the Master of Arts in Teaching with English specialization and the Master of Arts in English Education affirm the richness of language and literature produced by diverse groups. Thus, the program offers courses in language, literacy, literature, and pedagogy. Core courses and electives within a chosen emphasis expand candidates' personal, intellectual, and professional horizons through classroom experiences and opportunities for travel. Through rigorous graduate course work, candidates acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in language, literacy, literature, and pedagogy.

In-service teachers who are admitted to the M.A in English Education Program with initial A (Standard Professional I) licensure will be recommended for the North Carolina M license in English upon successful completion of the program, as will all M.A.T. candidates. The culminating product of the graduate experience in both programs is a Capstone Portfolio and Presentation, in which the candidate demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy, grounded in theory as well as practice, demonstrates the candidate's proficiency in all M Licensure Standards.

### **Program of Study:**

#### **Master of Arts in English Education:**

#### **Program Goals and Objectives**

A candidate recommended for M licensure possesses a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy, grounded in theory as well as practice, reflects the candidate's growth throughout rigorous Master's level course work in the following five areas:

- 1: Instructional Expertise
- 2: Knowledge of Learners
- 3: Research
- 4: Content Knowledge
- 5: Professional Reflection, Development, and Leadership

#### **Master of Arts in Teaching with English Specialization**

#### **Program Goals**

Upon completion of the graduate M.A.T. program, the candidate will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.
7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone course, product, and/or examination.

### **Specialty Area Standards.**

#### **Master of Arts in Teaching**

For **M.A.T.** programs, both the initial level teaching area standards and the master's level standards, including the product of learning, must be addressed.

#### **Undergraduate (Standard Professional I License) Standards:**

##### **Standard 1: Teachers know and understand the English language.**

Indicator 1: Teachers understand the evolving nature of the English Language.

Indicator 2: Teachers understand the conventions of Standard English, as well as dialect and register variations.

Indicator 3: Teachers understand individual language acquisition and development, recognizing the impact of cultural, economic, political, and social environments upon language.

##### **Standard 2: Teachers know and understand reading processes.**

Indicator 1: Teachers understand skills and strategies that enhance reading.

Indicator 2: Teachers understand comprehension strategies.

Indicator 3: Teachers understand reading theory.

**Standard 3: Teachers know and understand written and oral composing processes.**

Indicator 1: Teachers understand how different forms of oral and written discourse can influence thought and action.

Indicator 2: Teachers understand the importance of teaching grammar and usage in context.

Indicator 3: Teachers understand composition theory.

**Standard 4: Teachers know and understand a diverse range of historical and contemporary literatures, including various genres of United States, British, and World, as well as literatures written by women and authors of color and works written for children and young adults.**

Indicator 1: Teachers understand works from a range of genres from various periods of British, American, and World literatures.

Indicator 2: Teachers understand ethnic diversity and cultural diversity in literature, including, but not limited to, historically underrepresented groups such as African-American, Native-American, Hispanic, Asian-American, and women authors.

Indicator 3: Teachers understand the range and value of works written for children and young adults.

Indicator 4: Teachers understand literary theory.

**Standard 5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.**

Indicator 1: Teachers know how to use electronic resources for research.

Indicator 2: Teachers understand the interaction between technology and culture.

Indicator 3: Teachers understand how media and technology enhance written, oral, and visual communication.

**Standard 6: Teachers use effective strategies and techniques in teaching English Language Arts.**

Indicator 1: Teachers organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.

Indicator 2: Teachers develop interdisciplinary teaching strategies and materials.

Indicator 3: Teachers promote active, personal engagement through reading, writing, and discussion.

Indicator 4: Teachers model effective learning and problem-solving.

**Standard 7: Teachers evaluate and select appropriate, high-quality resources that support learning of the English Language Arts.**

- Indicator 1: Teachers emphasize interdisciplinary connections through materials selected.
- Indicator 2: Teachers promote awareness of diversity through selection of appropriate instructional materials.
- Indicator 3: Teachers use information on developmental characteristics of students to provide rich and appropriately challenging materials.

**Standard 8: Teachers encourage students to respond to different media and communications technologies.**

- Indicator 1: Teachers provide students with appropriate strategies that permit access to and understanding of a wide range of print and non-print texts.
- Indicator 2: Teachers engage students in making meaning from texts through personal response.
- Indicator 3: Teachers engage students in making meaning from texts through critical response.

**Standard 9: Teachers use assessment as an integral part of instruction and learning.**

- Indicator 1: Teachers develop a variety of formal and informal assessments appropriate to curricular goals and student needs.
- Indicator 2: Teachers interpret and report assessment results clearly, accurately, and purposefully to students, administrators, parents and other audiences.
- Indicator 3: Teachers encourage student self-assessment, both formal and informal.
- Indicator 4: Teachers employ formative and summative assessments and use resulting data to make pedagogical decisions and to modify instruction.

**Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.**

- Indicator 1: Teachers model Standard English.
- Indicator 2: Teachers employ a variety of dialects and registers to demonstrate understanding of audience and purpose.
- Indicator 3: Teachers read and write regularly with students.

**Standard 11: Teachers foster in students an awareness and appreciation of their own and others' cultures.**

- Indicator 1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.

Indicator 2: Teachers respect students' native languages in their relation to the conventions of Standard English.

Indicator 3: Teachers enhance students' understanding of themselves and others to establish classroom cultures of mutual respect.

**Standard 12: Teachers recognize commonalities and individual differences within the classroom.**

Indicator 1: Teachers provide an open trusting environment for sharing oral language.

Indicator 2: Teachers understand that student reading and writing involve personal interpretations in order to respond to literature and other texts.

**Standard 13: Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.**

Indicator 1: Teachers use instructional materials to meet the various needs of students.

Indicator 2: Teachers use varying strategies and techniques to meet the individual needs of students.

**Graduate (M-License) Standards**

**Standard 1: Instructional Expertise (as adapted to English program)**

**The MA licensure candidate indicates application of advanced knowledge to improve student learning by**

- Indicator 1: seeking, implementing, and evaluating the best practices for literature and literacy within the context of a specific school setting;
- Indicator 2: incorporating findings from expertise in literature and literacy and educational research;
- Indicator 3: linking literature and literacy to students' developmental and diverse needs;
- Indicator 4: using technology to support students' learning;
- Indicator 5: planning, designing, implementing, and evaluating instruction that is rigorous, coherent, and consistent with NC Standard Course of study, well-developed theoretical and philosophical foundations, and best practices emerging from research on literature, literacy, and pedagogy;
- Indicator 6: monitoring instructional actions, selection of materials, and other instructional decision;
- Indicator 7: modifying instruction and learning environments based on assessment of student learning problems and successes.

**Standard 2: Knowledge of Learners (as adapted to English program)**

**The candidate indicates respect for the nature of learners as individuals by**

- Indicator 1: Understanding different learning processes, abilities, and styles, and exceptionalities;

- Indicator 2: Understanding the differences among learners resulting from varying backgrounds;
- Indicator 3: Designing both instruction and strategies for evaluation that respond to these differences;
- Indicator 4: Creating and maintaining a classroom environment conducive to learning in which all learners feel welcome and can be successful.

**Standard 3: Research (as adapted to English program)**

**The candidate indicates the habits of mind that embrace critical inquiry and intellectual challenge; the candidate investigates, examines, and improves instructional effectiveness and student achievement by**

- Indicator 1: initiating research in the areas of literature, literacy, composition, and pedagogy;
- Indicator 2: designing procedures for collecting data to include the use of performance data, action research, library, electronic resources and other technologies;
- Indicator 3: analyzing, interpreting, and judging data thus collected;
- Indicator 4: organizing and presenting research by various means such as course papers, presentations, web sites, capstone portfolio.

**Standard 4: Content Knowledge (as adapted to English program)**

**The candidate indicates an advanced depth and breadth of clearly analyzed and articulated knowledge of**

- Indicator 1: evolving canons of American, British, and world literature through successful completion of courses on varied literary topics, figures, epochs;
- Indicator 2: current scholars and scholarship on the texts and authors of the evolving canon;
- Indicator 3: factors which affect the production of literature, such as biography, culture, race, ethnicity and class;
- Indicator 4: theoretical and critical approaches to the study of literature and literacy;
- Indicator 5: theories of composition and rhetoric;
- Indicator 6: relationships between and among theoretical positions, research findings and philosophies.

**Standard 5: Professional Reflection, Development, and Leadership (as adapted to English program)**

**The candidate indicates continuous professional development and provides leadership at the classroom, school, and community levels, and within the profession by**

- Indicator 1: reflecting regularly upon personal growth;
- Indicator 2: initiating professional inquiry through reading, dialogue, reflection, professional development, and action research on teaching literature, literacy, and composition;
- Indicator 3: collaborating with other educators, parents, students, and other members of the community and professional organizations to improve curriculum and students' success in literature, literacy, and writing;

Indicator 4: providing leadership through mentoring and presenting research at workshops, local, state and/or national professional meetings.

### **Master of Arts in English Education**

Because all M.A. in English Education licensure candidates already hold an A (Standard Professional I) license, they have already met the Core, Diversity, and Technology Standards, as well as the Undergraduate English Standards.

### **Graduate (M-License) Standards**

#### **Standard 1: Instructional Expertise**

**The MA licensure candidate indicates application of advanced knowledge to improve student learning by**

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- Indicator 2: incorporating findings from expertise in literature and literacy and educational research;
- Indicator 3: linking literature and literacy to students' developmental and diverse needs;
- Indicator 4: using technology to support students' learning;
- Indicator 5: planning, designing, implementing, and evaluating instruction that is rigorous, coherent, and consistent with NC Standard Course of study, well-developed theoretical and philosophical foundations, and best practices emerging from research on literature, literacy, and pedagogy;
- Indicator 6: monitoring instructional actions, selection of materials, and other instructional decision;
- Indicator 7: modifying instruction and learning environments based on assessment of student learning problems and successes.

#### **Standard 2: Knowledge of Learners**

**The candidate indicates respect for the nature of learners as individuals by**

- Indicator 1: Understanding different learning processes, abilities, and styles, and exceptionalities;
- Indicator 2: Understanding the differences among learners resulting from varying backgrounds;
- Indicator 3: Designing both instruction and strategies for evaluation that respond to these differences;
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#### **Standard 3: Research**

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- Indicator 1: initiating research in the areas of literature, literacy, composition, and pedagogy;
- Indicator 2: designing procedures for collecting data to include the use of performance data, action research, library, electronic resources and other technologies;
- Indicator 3: analyzing, interpreting, and judging data thus collected;
- Indicator 4: organizing and presenting research by various means such as course papers, presentations, web sites, capstone portfolio.

**Standard 4: Content Knowledge (as adapted to English program)**

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- Indicator 1: evolving canons of American, British, and world literature through successful completion of courses on varied literary topics, figures, epochs;
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